

| <b>WRITING CONTENT</b> |   |
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| <b>High School</b>     |   |
| <b>WR-H-1.1.0</b>      | <b>Purpose/Audience: The writer establishes and maintains a focused purpose to communicate with an authentic audience by</b>  |
|                        | <ul style="list-style-type: none"> <li>• <b>Narrowing the topic</b></li> <li>• <b>Choosing a perspective authentic to the writer (not contrived)</b></li> <li>• <b>Presenting an idea or theme</b></li> <li>• <b>Analyzing and addressing the needs of the intended audience</b></li> <li>• <b>Adhering to the characteristics of the form</b></li> <li>• <b>Employing a suitable tone</b></li> <li>• <b>Allowing voice to emerge when appropriate</b></li> </ul>   |
| <b>WR-H-1.1.1</b>      | <b><i>In Reflective Writing, the writer:</i></b>  |
|                        | <ul style="list-style-type: none"> <li>• <i>Evaluates and explains own skills, abilities, approaches, products, or goals</i></li> <li>• <i>Demonstrates an understanding of the intended audience</i></li> <li>• <i>Sustains suitable tone or appropriate voice</i></li> </ul>  |
| <b>WR-H-1.1.2</b>      | <b><i>In Personal Expressive Writing, the writer:</i></b>   |
|                        | <ul style="list-style-type: none"> <li>• <i>Communicates about the life experience of the writer by focusing on life events, relationships, or central ideas</i></li> <li>• <i>Utilizes the features of the selected form (e.g., personal narrative, personal memoir, personal essay)</i></li> <li>• <i>Conveys the significance of the event, relationship, or central idea</i></li> <li>• <i>Sustains point of view</i></li> <li>• <i>Sustains a suitable tone or appropriate voice</i></li> </ul>  |
|                        | <b><i>In Literary Writing, the writer:</i></b>  |
|                        | <ul style="list-style-type: none"> <li>• <i>Communicates about the human condition</i></li> <li>• <i>Engages an audience by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary</i></li> <li>• <i>Conveys the significance of the writing to meet the reader's expectations</i></li> <li>• <i>Utilizes features of the selected form (e.g., short story, play/script, poem)</i></li> <li>• <i>Sustains point of view</i></li> <li>• <i>Sustains a suitable tone or appropriate voice</i></li> <li>• <i>Adopts a fictional perspective in literary writing when appropriate</i></li> </ul> |

*WR-H-1.1.3*

*In Transactive Writing, the writer:*

- *Conveys a justifiable purpose through informing, persuading or analyzing*
- *Develops an effective angle to achieve purpose*
- *Communicates as an informed writer to provide new insight*
- *Justifies what the reader should know, do, or believe as a result of reading the piece*
- *Utilizes text features of the selected form (e.g., feature article, brochure, speech, analytical lab report, historical journal article, literary analysis) for an intentional effect*
- *Sustains a suitable tone*
- *Allows voice to emerge when appropriate*

**WR-H-1.2.0**

**Idea Development/Support: The writer develops and supports main ideas and deepens the audience's understanding of purpose by using**

- **Logical, justified, and suitable explanation**
- **Relevant elaboration**
- **Related connections or reflections**
- **Idea development strategies appropriate for the form**

*WR-H-1.2.1*

*In Reflective Writing, the writer:*

- *Describes own skills, strategies, or processes*
- *Analyzes own decisions*
- *Evaluates own strengths and areas for growth*
- *Supports claims about self*

*WR-H-1.2.2*

*In Personal Expressive/Literary Writing, the writer:*

- *Conveys theme/main idea through use of literary elements appropriate to the genre:*
  - *Develops characters (fictional/non-fictional) through emotions, actions, reactions, descriptions, thoughts, or dialogue when appropriate*
  - *Develops plot/story line appropriate to the form*
- *Creates a setting, mood, scene, image, feeling or story line*
- *Incorporates literary or poetic devices (e.g., simile, metaphor, personification) for an intentional effect*
- *Conveys reflection and insight*
- *Evokes a response*

*WR-H-1.2.3*

*In Transactive Writing, the writer:*

- *Includes relevant information to clarify and justify a specific purpose*
- *Develops a deliberate angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals)*
- *Provides explanations to support the writer's purpose*
- *Synthesizes research to support ideas*
- *Employs persuasive techniques (e.g., bandwagon, emotional appeal, testimonial, expert opinion) when appropriate*

**WR-H-1.3.0**

**Organization: The writer creates unity and coherence to accomplish the focused purpose by**

- **Engaging the audience**
- **Establishing a context for reading when appropriate**
- **Placing ideas and support in a meaningful order**
- **Guiding the reader through the piece with transitions and transitional elements**
- **Providing effective closure**

*WR-H-1.3.1*

*In Reflective Writing, the writer:*

- *Engages the interest of the reader*
- *Provides a context for the reader*
- *Places ideas and details in a logical, meaningful order*
- *Organizes in the acceptable format of the genre*
- *Uses a variety of transitions or transitional elements between ideas and details to guide the reader*
- *Uses paragraphs effectively*
- *Concludes effectively*

*WR-H-1.3.2*

*In Personal Expressive/Literary Writing, the writer:*

- *Engages the interest of the reader*
- *Places ideas and details in meaningful order*
- *Employs organizational devices (e.g., foreshadowing, flashback) when appropriate*
- *Uses a variety of transitions or transitional elements between ideas and details to guide the reader*
- *Uses paragraphs effectively*
- *Arranges poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape*
- *Concludes effectively*

*WR-H-1.3.3*

*In Transactive Writing, the writer:*

- *Provides a context for reading*
- *Organizes in the accepted format of the genre*
- *Develops an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose*
- *Places ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details to guide the reader*
- *Uses paragraphs effectively*
- *Incorporates text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate*
- *Concludes effectively*

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| <b>WRITING CONVENTIONS</b>   |
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| <b>WR-H-2.4.0</b><br><b>Sentence Structure: The writer creates sentences that are</b> <ul style="list-style-type: none"> <li>• <b>Varied in structure and length</b></li> <li>• <b>Constructed effectively</b></li> <li>• <b>Complete and correct unless using unconventional structures for an intentional effect when appropriate</b></li> </ul>   |
| <i>WR-H-2.4.1</i><br><i>In Reflective Writing, the writer:</i> <ul style="list-style-type: none"> <li>• <i>Communicates in complete sentences or uses unconventional structures for an intentional effect when appropriate</i></li> <li>• <i>Uses sentences of various lengths and structures for effect</i></li> </ul>  |
| <i>WR-H-2.4.2</i><br><i>In Personal Expressive/Literary Writing, the writer:</i> <ul style="list-style-type: none"> <li>• <i>Communicates in complete sentences or uses unconventional structures for an intentional effect when appropriate</i></li> <li>• <i>Uses sentences of various lengths and structures for effect</i></li> <li>• <i>Arranges words in a meaningful order</i></li> <li>• <i>Uses poetic line breaks effectively</i></li> </ul> |
| <i>WR-H-2.4.3</i><br><i>In Transactive Writing, the writer:</i> <ul style="list-style-type: none"> <li>• <i>Communicates in complete, concise sentences or uses unconventional structures for an intentional effect when appropriate</i></li> </ul>  |
| <b>WR-H-2.5.0</b><br><b>Language: The writer demonstrates</b> <ul style="list-style-type: none"> <li>• <b>Correct usage/grammar</b></li> <li>• <b>Concise use of language</b></li> <li>• <b>Effective word choice through strong verbs, precise nouns, concrete details, and sensory details</b></li> <li>• <b>Language appropriate to the content, purpose, and audience</b></li> </ul>   |
| <i>WR-H-2.5.1</i><br><i>In Reflective Writing, the writer:</i> <ul style="list-style-type: none"> <li>• <i>Adheres to standard guidelines for usage and grammar or uses nonstandard for an intentional effect</i></li> <li>• <i>Uses language concisely</i></li> <li>• <i>Uses language appropriate to the content, purpose, and audience</i></li> </ul>   |
| <i>WR-H-2.5.2</i><br><i>In Personal Expressive/Literary Writing, the writer:</i> <ul style="list-style-type: none"> <li>• <i>Adheres to standard guidelines for usage and grammar or uses nonstandard for an intentional effect</i></li> <li>• <i>Makes language choices based on economy, precision, richness, and impact on the reader</i></li> <li>• <i>Expresses ideas through descriptive or figurative language</i></li> </ul>                   |

*WR-H-2.5.3*

*In Transactive Writing, the writer:*

- *Adheres to standard guidelines for usage and grammar*
- *Communicates through language appropriate to the purpose and audience (e.g., specialized vocabulary of the discipline, precise word choice)*

**WR-H-2.6.0**

**Correctness: The writer demonstrates**

- **Correct spelling**
- **Correct punctuation**
- **Correct capitalization**
- **Acceptable departure from standard correctness to enhance meaning when appropriate**
- **Appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources)**

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